



THE
Eastbourne
ACADEMY
Your future at your fingertips

Cover Supervisor
INFORMATION



CONTENTS

The Eastbourne Academy	Pg 3
Welcome from Trust CEO Jon Whitcombe	Pg 4
Job description	Pg 5
Person specification	Pg 8
Overview of Swale Academies Trust	Pg 9
Application process	Pg 10
Safeguarding	Pg 11

Dear Applicant

Welcome to your first step in becoming part of The Eastbourne Academy.
My name is Victoria Stevens and I am both proud and privileged to be Principal here.

We are a well-established school in East Sussex which continues to go from strength to strength. Our most recent Ofsted confirmed for the third time in a row that we are a 'Good school. They said "Pupils are immensely proud of their school and are keen to learn" and that 'There is a consistent energy and enthusiasm regarding the pupils' learning and a desire for them to achieve the highest level they can.' We agree and are all exceptionally proud of our school.

The Eastbourne Academy is set in the picturesque seaside town of Eastbourne, surrounded by the beautiful South Downs . We are fortunate to have excellent buildings with modern resources which provide a warm, welcoming and friendly place to learn that challenges everyone to be their best. With easy train links to Hastings, Lewes, Brighton and London, schools, colleges and universities nearby and plethora of tourist attractions on our doorstep, it really is a wonderful place to live and work.

At The Eastbourne Academy we believe that learning is our core priority. We recognise that continually striving to improve the quality of teaching and learning is key to securing high levels of achievement for all. We aim to foster each student's unique strengths and talents whilst meeting their needs and raising their academic and social aspirations. Students of all abilities will be given every opportunity to learn in order to achieve their full potential. We aim to achieve this by creating a stimulating learning environment where high expectations, and the use of digital technologies are the norm. Every student and teacher is equipped with technology that helps bring subjects to life and supports learning in an exciting and innovative way.

Academic and personal excellence are at the heart of The Eastbourne Academy's curriculum intent. Endeavouring to provide the highest quality education for all, we strive to equip students with the knowledge they need to gain and maintain employment and independence.

We recognise that qualifications are the stepping stone to employability, but also that high aspiration and strength of character are the foundations for long term success.

A wide range of student leadership, arts and sports programmes, trips and visits, and extra-curricular opportunities ensure that the curriculum extends beyond the classroom.

Students will leave The Eastbourne Academy with the essential knowledge and attributes they need to be fully rounded and educated citizens who will be prepared for whatever the future may bring.

This could be your first step to becoming part of this vibrant, successful and inclusive learning community, where both students and staff thrive. I invite you to come and see for yourself what makes us so special.

Kind regards,

A handwritten signature in black ink, appearing to read "Victoria Stevens", with a long horizontal flourish extending to the right.

Victoria Stevens.

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

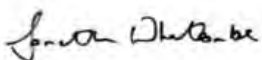
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Cover Supervisor
Salary: SAT 5
Responsible to: Senior Assistant Principal

Job Purpose

Working under guidance: implement work programmes for individuals / groups which could include those requiring detailed and specialist knowledge in particular areas. To assist in the whole planning cycle and the management / preparation of resources. To provide cover for whole classes under a system of supervision for up to 30% of employed time throughout the school year.

1. To work with the teacher to establish an appropriate learning environment.
2. To work with the teacher in lesson planning, evaluating and adjusting lessons / work plans as appropriate.
3. To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide feedback to pupils in relation to progress and achievement.

Classroom Preparation

1. Set out learning resources in line with the preparation requirements provided, normally by the teacher.
2. Check the availability and location of safety equipment in the learning environment.
3. Report shortages of learning materials to the teacher.
4. Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.
5. Check the condition of learning resources and materials after use.
6. Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
7. Check the availability of the required ICT equipment, including accessories and consumables and promptly inform the teacher of any problems with obtaining the equipment needed.

Classroom Records

1. Complete basic records accurately and legibly with the details specified by the teacher (e.g. word).
2. Comply with the school requirements for storage and security of pupil records at all times.
3. Make sure that information for the school office is collected, collated and passed on as promptly as possible.
4. Maintain confidentiality according to organisational and legal requirements.
5. Ensure detailed records of pupils' progress are kept up to date and available for SENCO / class-teacher.



JOB DESCRIPTION



Working with pupils

1. Provide the pupil with the level and type of individual attention specified by the teacher.
2. Work to build a good relationship with the pupil.
3. Encourage the pupil to take responsibility for their own behaviour and to act independently.
4. Interact with the pupil in a manner appropriate to the pupil's communication and interaction skills.
5. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
6. Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
7. Encourage and reinforce positive interactions between pupils.
8. Encourage groups to work together to comply with behaviour targets they have been set.
9. Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
10. Monitor the group's behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
11. Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.

Support for Colleagues

1. Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
2. Communicate openly and honestly with colleagues.
3. Keep colleagues informed about aspects of work and schedule which may affect the support that can be offered to them.

Cover Supervision

1. Supervise whole classes and groups of pupils on occasion, during the short-term absence of teachers.
2. Supervise work that has been set in accordance with school policy.
3. Managing the behaviour of pupils whilst they are undertaking this work to ensure a constructive environment.
4. Deal with any questions from pupils about process and procedures.
5. Deal with any immediate problems or emergencies according to the school's policies and procedures.
6. Collect any completed work after the lesson and return it to the class teacher.
7. Report back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class.

JOB DESCRIPTION



Personal Development

1. Maintain an up to date understanding of the requirements of the role and responsibilities.
2. Undertake appraisal / performance review.
3. Undertake agreed development actions conscientiously and within the required timescale.
4. Make effective use of the development support available.

Support literacy and numeracy activities in the classroom

1. Obtain up to date information from the teacher on.
2. the learning objectives of the activity.
3. the types of support you are to give.
4. the teacher's expectations of the pupil's current literacy or numeracy skills as appropriate.
5. Offer the required types of support as and when needed by the pupil.
6. Implement programmes of work devised by SENCO / outside agencies and take responsibility for reporting progress and attainment to class teacher. Implement agreed paramedical and speech therapy programmes.
7. Give encouragement and feedback using appropriate mathematical language and vocabulary which the pupil is likely to understand.
8. Provide the teacher with relevant feedback on the progress of the activity and the pupil's response to it.
9. Be conversant with basic ICT skills.

Compliance

1. Ensure compliance to Trust policies and procedures, legislation, directives and promote best practice.

General

1. Take responsibility for personal continuing professional development and remain up to date with the latest human resources legislation and best practice and the impact of this on the service provided by the team.
2. Maintain knowledge of safeguarding children and ensure that the principles of safeguarding are considered and included in the work of the team and your personal practice. To ensure that any safeguarding concerns arising are reported immediately to the appropriate person / body.
3. Actively promote the Swale Academies Trust and schools' equality objectives and ensure that the principles of equal opportunity and promoting diversity are considered and included in the work of the team and your personal practice.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust service.

PERSON SPECIFICATION



CRITERIA		ESSENTIAL/ DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> Good standard of basic education. NVQ Level 2 in relevant qualification or equivalent experience. 	E E
	<ul style="list-style-type: none"> Numeracy / Literacy qualification. NVQ Level 3 in Teaching and Learning or willingness to undertake this qualification. 	D D
Experience of	<ul style="list-style-type: none"> Previous experience of working with young people in a school environment. 	E
	<ul style="list-style-type: none"> Supervising group work. Supporting students with special educational needs. Knowledge of ICT and experience of using whiteboards. Ability to complete administration tasks including recording and monitoring attendance. 	D D D D
Skills and abilities	<ul style="list-style-type: none"> Ability to take sole charge of a class of students in an orderly and controlled manner. 	E
	<ul style="list-style-type: none"> Ability to clearly instruct and provide guidance to students. 	E
	<ul style="list-style-type: none"> Ability to safely manage classroom activities set by the class teacher. 	E
	<ul style="list-style-type: none"> Excellent interpersonal skills. 	E
	<ul style="list-style-type: none"> Ability to work independently and as part of a team. 	E
	<ul style="list-style-type: none"> Ability to use own initiative with an "I can do" attitude to meet the challenging demands of the role. 	E
	<ul style="list-style-type: none"> Be responsible for the physical learning space and resources of the students. 	E
	<ul style="list-style-type: none"> Understand and be able to use a wide range of strategies to deal with classroom behaviour as a whole and also individual behavioural needs. 	E
	<ul style="list-style-type: none"> Having the ability to maintain a confident and innovative approach to the role. 	E
	<ul style="list-style-type: none"> Ability to be confident and flexible in terms of varying subjects. 	E
	<ul style="list-style-type: none"> Flexible approach to working patterns and unexpected changes of circumstance. 	E
Personal Qualities	<ul style="list-style-type: none"> Ability to communicate effectively to students and members of staff; covering classes from Year 7 to Year 11 with varying ranges of ability. 	E
	<ul style="list-style-type: none"> Ability to work unsupervised. 	E
	<ul style="list-style-type: none"> Ability to respond flexibly to a diverse range of situations and needs. 	E
	<ul style="list-style-type: none"> Ability to resolve conflict. 	E
	<ul style="list-style-type: none"> Empathic and sensitive to students needs. 	E
	<ul style="list-style-type: none"> Good interpersonal skills. 	E
	<ul style="list-style-type: none"> Good listening skills. 	E
	<ul style="list-style-type: none"> Effective team player. 	E
	<ul style="list-style-type: none"> Hardworking, committed, personable, cheerful, discreet and confident. 	E
	<ul style="list-style-type: none"> Tactful and diplomatic. 	E
	<ul style="list-style-type: none"> Commitment to equal opportunities. 	E
	<ul style="list-style-type: none"> Willingness to participate in further training and development opportunities. 	E
	<ul style="list-style-type: none"> A commitment to the responsibility of safeguarding and promoting the welfare of young people. 	E
	<ul style="list-style-type: none"> Willingness to undertake Child Protection training when required. 	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to mel.hopkins@swale.at or by post to the following address:

Mrs Melanie Hopkins
The Eastbourne Academy
Brodrick Road,
Eastbourne,
East Sussex
BN22 9RQ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS
COMPANY NUMBER: 7344732